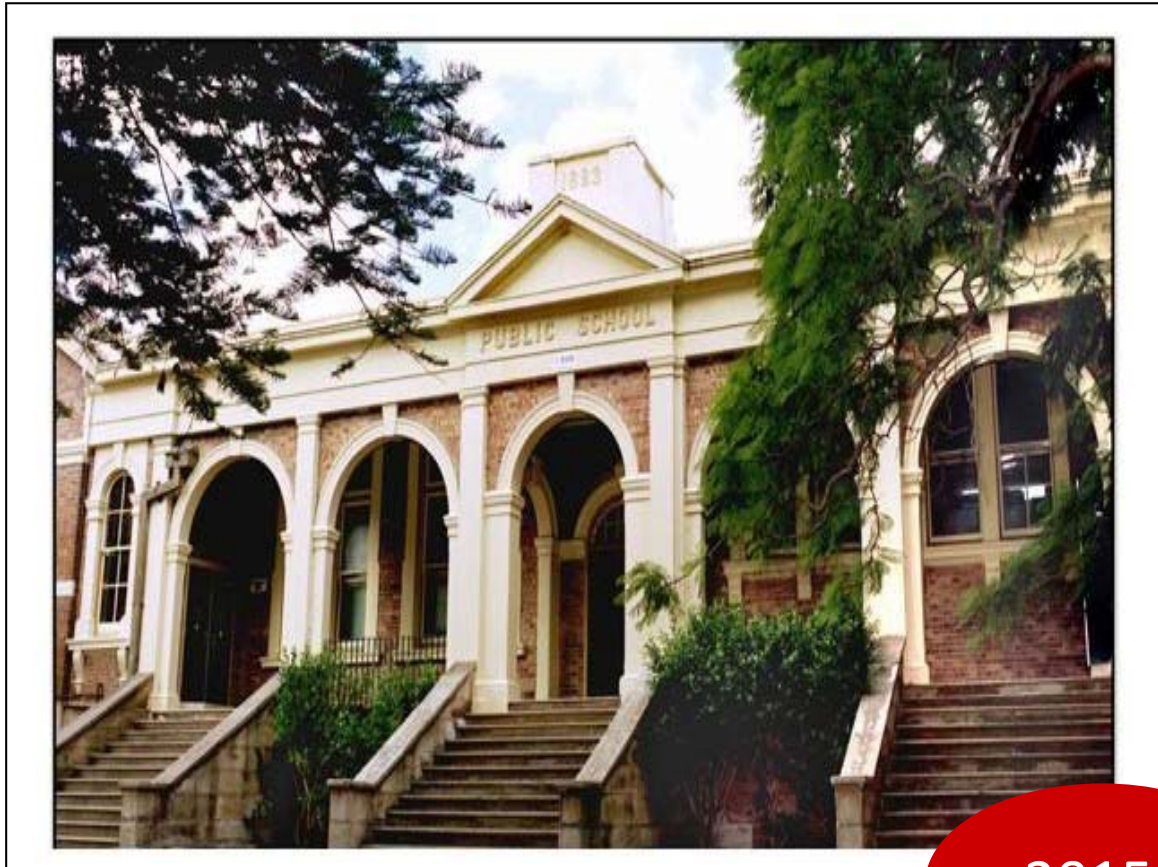


Stanmore Public School Annual Report



2015



Introduction

The Annual Report for 2015 is provided to the community of Stanmore Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Fran Larkin

PRINCIPAL

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Message from the Principal

The development and welfare of children is a collective responsibility. Schools, parents and the wider community are all engaged in the serious business of nurturing the young – for the good of each young person and also for the common good.

At Stanmore Public School in 2015, we have seen many examples of this fellowship – where shared vision and values, a common purpose, and the united drive and talents of the many joined in the challenge to achieve the best possible outcome for each individual. Increasingly we understand the education journey is shared one and there is an openness and optimism for the challenges therein.

The school has a staff of committed, talented and enthusiastic teachers, who nurture the intellectual curiosity and wisdom of their students. It has parents who are engaged in their children's education and enrich the school with their time, expertise and encouragement. There is constructive dialogue within respectful relationships and good humour and caring abound.

It is these things which have led to happy children – children who are achieving and see schooling as worthwhile. It is these things that have led to the educational and social successes of our children and built a confident vision for their future. And, importantly, it is these things that have made us all want to come to school every day.

I extend my gratitude to all those who have contributed so much to the school in 2015 and acknowledge the quality and dedication of the staff. I am proud of the efforts and achievements of our students and I think them for colouring each day with wit, wonder and wisdom.

We stand at a turning point in education, when those born at the end of the industrial age are educating our children for a digital age – an age when change will be a constant. This is an exciting time and we move forward together.

School background

School vision statement

Our students will:

- Be confident, empathetic and resilient citizens who make positive choices with regards to their environment, communities and self.
- Display a range of creative, social and problem solving skills that will be applied through areas of schooling and their lives.
- Strive to be independent and globally aware critical thinkers with a life-long love of learning.

Our teachers will:

- Develop and actively promote a culture of sharing expertise amongst colleagues
- Actively engage in professional learning and implement current pedagogy
- Create a dynamic environment that fosters collaborative, independent and differentiated curriculum
- Facilitate a nurturing environment to encourage resilience and empathy by providing opportunities and initiatives that support our students

Strategic Direction:

- Cultivation of a 21st century learning community
- Embedding evidence-based practices in teaching and learning
- Promoting student wellbeing and engagement in learning

School context

Our school is a vibrant and unique community where learning and relationships are at the centre of school life. The population reflects the rich diversity of the inner west with its mix of backgrounds, interests and capabilities and the school community welcomes and supports this diversity.

Students are typically enthusiastic, engaged and eager to learn. Most are highly capable learners and achieve above target levels while, with support and effort, those with learning difficulties achieve target levels. Parents are supportive and play a significant role in the life of the school, contributing to decision making, organising social events, raising funds and volunteering in school programs.

The school's approach is to educate the whole child: to recognise and nurture the ability of every child in all areas of potential – linguistic, mathematical, musical, artistic, physical and social – so that each one leaves primary school as a competent and articulate learner with a confident sense of self. The learning program is innovative with a breadth of opportunities to engage and motivate students to develop their many capabilities.

We live our values of fairness and inclusion and place an emphasis on strategic improvements to increase learning and enhance the school experience for our students. In educating the whole child, the school is truly education for life.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. This had implications for informing, monitoring and validating our journey of excellence. Time was dedicated to thoroughly examine the Framework and ensure that improvements are addressed in our Strategic Plan.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning and assessment and reporting. There is a demonstrated commitment within the school to strengthen and deliver on school learning priorities. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. At Stanmore, teachers involve students and parents in planning to support students as they progress through the stages of education. This collaborative approach has strengthened the home-school relationship and increased engagement in the educational process. The school has also developed explicit processes to collect, analyse and report internal and external student and school performance data. This has resulted in systematic policies, programs and processes to identify and address student learning needs.

Our major focus in the domain of Teaching has been on data skills and use and collaborative practice. The school's leadership team has actively built capacity of teachers to incorporate data analysis in their plan for learning and addressing individual student need. This data analysis has enabled teachers to regularly monitor student learning progress and to identify skill gaps for improvement in all students. Teachers have collaborated weekly to evaluate and improve teaching and learning in their grade and stage groups. Stanmore staff members have begun to provide and receive planned constructive feedback from peers to improve their teaching practice. Importantly, all staff members are developing evidence based practice through their reflections of their own teaching practice.

In the domain of Leading, our priorities have been to focus on school planning, implementation and reporting. Staff members, students, parents and the broader school community have engaged with and given feedback, when possible, in the implementation of the vision, values and purpose for the school and the strategic directions. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. Staff members are committed to the purpose of each strategic direction and projects and are working collaboratively to achieve milestones.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Cultivate a 21st Century Learning Community

Purpose

To ensure students have the skills to thrive in an ever-changing world, to navigate and critically evaluate a dynamic future landscape, and to be empowered global citizens

Overall summary of progress

Stanmore is in the process of shifting the way 21st Century skills are identified and supported throughout all K-6 classes. The strategic direction has been divided into two parts; the first being a trial BYOD program with Stage 3 to integrate technology as part of the students' everyday learning and the second being the design and implementation of a support document for teachers to identify and teach four 21st century skills (creative, critical thinking, communication, collaboration) similar to the literacy and numeracy continuum already in use by teachers.

2015 for both projects involved a lot of research, including sourcing existing information and surveying staff and parents.

- The BYOD program entered a small, class-based trial in Term 4 and was deemed successful by the team. The timeline was adjusted and approach modified to shorten the trial periods into more manageable sizes to accommodate the busy school terms. This extension also allowed time for reflection after the trials.
- The 21st Century skills team collected a wide range of information and data from staff and is now in a position to refine a continuum linking to existing examples of tasks to support staff when teaching particular skills.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$2250
100% of staff teach and feel confident teaching a range of 21 st Century skills	<ul style="list-style-type: none">▪ Surveyed staff regarding 21st Century learning▪ Researched and chose a 21st Century Learning model▪ Settled on the 4C's model (Creative, Collaboration, Critical Thinking, Communication)▪ ICT will be a component that runs through all areas. Team agreed to use this model as it was manageable at a primary school level.	\$900
100% of staff are technologically literate and demonstrate the confidence and capacity to critically navigate digital information	<ul style="list-style-type: none">▪ Trial and evaluate BYOD in Stage 3▪ Created parent and staff surveys re: thoughts & concerns surrounding BYOD program.▪ Presented findings of surveys to staff and invited feedback.▪ Conducted small 'sandbox' BYOD trial in 6B.▪ Generally positive results - relatively high adoption rate and most devices connected successfully.	\$1350

Strategic Direction 1

100% of students are self-directed, independent learners who apply 21 st Century skills across learning areas	At this stage, data has not been collected about students. Once the 21 st Century Learning model has been developed and implemented baseline data will be collected and monitored.	\$0
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Next steps

Moving forward, the two project areas within our strategic direction have the following outlined:

Direction 1.1 & 1.3 – 21st Century Learning:

- Analyse staff survey responses re: current implementation of 21st Century learning skills.
- Refine criteria within 4C's model across the team.
- Present model to staff, invite feedback, make adjustments accordingly.
- Develop and refine indicators aligned with syllabus and current teaching practice.
- Ensure 4C's document is a supportive teacher resource.

Direction 1.2 – BYOD:

- Conduct a Stage 3-wide trial during Term 1 with a confined time limit for the trial and a specific purpose (PBL).
- Evaluate trial early Term 2, make any necessary changes to documentation and program operation.
- Conduct 2nd Stage 3-wide trial during Term 2 and review late in the term with a view to full adoption during Semester 2 including student agreements & parent documentation (assuming the trial is successful).
- Create and conduct survey of staff and parents re: reflections on BYOD program at the end of the year.
- Formalise documentation for 2017 Stage 3 BYOD program.

Strategic Direction 2

Embed evidence based practices in teaching and learning.

Purpose

To improve literacy and numeracy outcomes through increased differentiation and adjustments for all learning needs.

Overall summary of progress

All classroom teachers are aware of the expectation that, as a minimum, every student deserves a year's growth for each school year.

The staff at Stanmore is committed to embedding critical thinking and deep learning into programs for highly capable students. The collection of combined data from standardised external assessments and school based assessments has enabled us to establish baseline data and identify the current growth of targeted students.

The exploration of and research into formative assessment approaches has led to the committee forming a teacher learning community to drive and support the trialling of changes in pedagogy across all stages of the school. The TLC has established effective ways of working collaboratively and committee members have paired up with a teacher on the same year or stage to share planning, observations and discussions of successes and failures, as well as providing support.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$2250
100 % of students maintain or improve their academic progress in literacy and numeracy	During PLAN meetings each Year met for 40 minutes weekly to discuss strategies for assessing and plotting where students are on the literacy & numeracy continuums and then review effective activities to move them forward.	\$0
100% of students who achieve the top two bands in Year 3 NAPLAN, attain the top two bands in Year 5	Collection of data and statistics from NAPLAN results and school assessment records to establish baseline data of target students' achievement.	\$0
100% of staff have confidence in their capacity to differentiate teaching/learning programs. 100% of teaching and learning programs show evidence of differentiated learning	<p>Committee met to discuss and finalise survey questions for staff. Survey conducted as part of a whole school survey with other strategic teams.</p> <p>Committee analysed results and discussed future directions. Results indicated that 2/3rds of the school feel they are familiar with FA tools. However, practices are not embedded within classrooms and are not consistent or systematic across the school.</p> <p>Committee researched various PL opportunities and organised for committee members to attend:</p> <ul style="list-style-type: none">2 staff to a 2 day conference on formative assessment delivered by Dylan Wiliam	\$2250

Strategic Direction 2

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">▪ 3 staff to a 2 day PL on formative assessment by DEC▪ 7 staff attended a visit to another school to observe AF in practise and discuss the implementation with some staff members. | |
|--|---|--|

Next steps

- Guide planning for differentiated teaching and learning through PLAN and other collaborative stage sessions.
- Trial mini-projects that increase engagement of targeted student and focus on engagement.
- Continue to research and investigated ways to embed critical thinking into classroom programs for highly capable students.
- By trialling different areas and strategies of formative assessment we will be prepared to present findings to staff and plan whole school approach to embedding formative assessment and differentiated learning into classrooms

Strategic Direction 3

Promote wellbeing and engagement in learning.

Purpose

To develop resilient and socially competent individuals who are engaged, self-directed learners through the creation of nurturing, supportive relationships and purposeful learning environments.

Overall summary of progress

Stanmore has a school-wide focus on maintaining and supporting staff and student wellbeing. The collection of data from students, staff and the community has enabled us to identify the needs of the school community and put measures in place.

To develop resilient and socially competent individuals it has been necessary to develop a Positive Behaviour Management and Recognition System. This will enhance current welfare systems that are already in place. Students need the tools to be able to learn and reflect on their behaviour and be acknowledged for demonstrating values and strengths. It is the goal of the team to see a considerable decline in the occurrence of anti-social behaviour and an increase in pro-social behaviours.

The development of engaged, self-directed learners is a process that will develop over time. By trialling differentiated, highly engaging projects we will be gauging the level of student involvement, interest, ownership and achievement.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$3150
100% of students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.	<ul style="list-style-type: none"> ▪ Developed presentations for students and parents. ▪ Presented system to both staff and the community (P&C). Feedback indicated minor changes to wording and tightening of some practices and procedures. ▪ Team presented trial model to staff, provided resources and communicated expectations for the future. ▪ Researched promotional materials 	\$1350
Student Welfare procedures and Anti-Bullying Policies are aligned with expectations, leading to a 50% reduction in the number of welfare incidents related to peer conflict	<ul style="list-style-type: none"> ▪ Developed a positive behaviour management and recognition system based on school data, research and current educational trends for SPS. ▪ Base line data collected: Positive awards – 0 Orange cards – 199 Red cards – 175 	\$1800
100% of staff are confident to implement quality, differentiated	<ul style="list-style-type: none"> ▪ Committee researched various projects and initial development of survey questions. ▪ Committee met to discuss and finalise survey 	\$0

Strategic Direction 3

teaching and learning programs which cater for individual needs and focus on student engagement and achievement

questions for staff.

- Committee analysed results and discussed future directions.
- Presented findings to staff. Findings to be distributed for differentiated learning program trials in 2016.

Next steps

- Implement the Positive Behaviour Management and Recognition System and communicate this to the broader school community
- Develop an Expectation matrix to compliment the Positive Behaviour Management and Recognition System
- Develop criteria for success for differentiated teaching and learning programs
- Trial mini-projects that increase student engagement and focus on differentiation

Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>Students from Aboriginal backgrounds are supported academically with personalised learning plans to ensure they achieve learning outcomes consistent with the rest of the community.</p>	<p>Aboriginal students have had targeted support with their learning according to the needs identified in the personalised learning plans. This has been provided by the additional learning and support teacher (LaST) employed using this equity funding. Students have made improved rates of progress as a consequence.</p>	<p>\$4,824</p>
<p>English language proficiency funding</p> <p>The school enjoys a large and varied multicultural community. Approximately 30% of our students are from a language background other than English (LBOTE), although almost all students were born in Australia. There are over 30 different language backgrounds represented including Mandarin, Cantonese, Greek and Vietnamese.</p>	<p>Students who come from a language background other than English receive targeted support to improve their English language proficiency from the English as an Additional Language or Dialect Teacher (EALD). The school increased the employment of our EALD Teacher from two days per week to four days per week using this equity funding.. Student progress in all aspects of learning is greatly enhanced with this support.</p>	<p>\$9,006</p>
<p>Socio-economic funding</p> <p>Students from a low socio-economic background are supported to participate fully in all aspects of school life. The school works closely with parents to ensure that educational, social and emotional needs of the students are met.</p>	<p>The school uses this equity funding to ensure all students have equitable access to all school programs and also increases the level of learning support for students from low-socio-economic background who are experiencing difficulty with their learning. All students participate fully in all school programs.</p>	<p>\$7,296</p>
<p>Low level adjustment for disability funding</p> <p>The staff at Stanmore Public School creates engaging and supportive environments so that all students can thrive. Teachers identify that students learn differently and personalise learning and support programs to meet student need.</p>	<p>Some students who experience learning difficulties have low level disabilities. These students are supported with learning, health and social needs through with support from a LaST in addition to the program provided by the class teacher. The school's LaST allocation has been added to with this equity funding. The students targeted for this support have made strong gains with their learning with many of them achieving more than a year's growth over the last 12 months.</p>	<p>\$26,220</p>

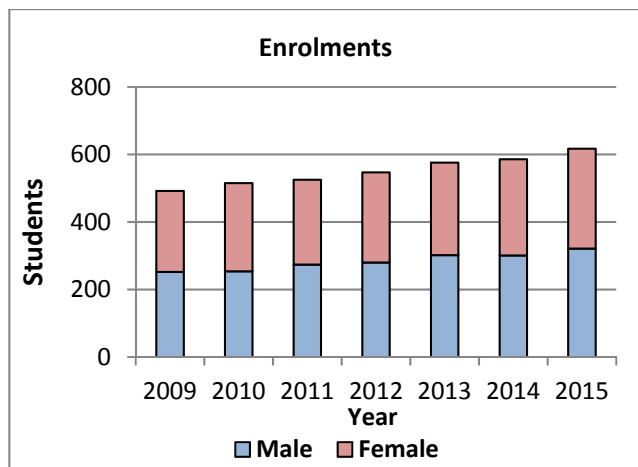
<p>Support for beginning teachers</p> <p>There were two 'New Scheme' beginning teachers employed at Stanmore in 2015.</p>	<p>Beginning teachers are released from normal duties in order to spend time with a mentor for two hours each week. Working with their mentor, these teachers reflect on and discuss all aspects of being a teacher in NSW public schools, including professional conduct, policy, curriculum and pedagogy. As a consequence the teachers involved have made very promising starts to their teaching career and report they feel confident and well-supported.</p>	<p>\$23,291</p>
<p>Other school focus areas</p>	<p>Impact achieved this year</p>	<p>Resources (annual)</p>
<p>Spelling</p> <p>The school introduced a new approach to the teaching of spelling in 2015. All staff received training and the majority observed others using the new approach. There will be further training in 2016 for new and continuing staff members.</p>	<p>While some classes achieved improvements in spelling outcomes for students, other classes performed to levels consistent with previous years. Further training and observation is planned to achieve greater consistency across the school.</p>	<p>\$6,000</p>
<p>Philosophy</p> <p>Philosophical discussion is an integral part of the speaking and listening strand of the English curriculum at Stanmore and is often integrated into other learning areas, such as science and history. All new staff members are trained in this approach and other staff have refresher training according to need and confidence levels.</p>	<p>The skills of philosophical discussion compound year after year and older students are able to discuss problematic issues with clearly articulated arguments, justify their ideas, give examples and build on the ideas of others.</p>	<p>\$6,000</p>

Mandatory and Optional Reporting Requirements

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile



Student enrolments continue to grow and the school plans its intake each year to ensure that local and sibling enrolments can be accommodated in the years to come. Requests for enrolments continue to exceed the school's accommodation capacity and very few non-local enrolments are accepted.

In 2015, at the time of the annual census, Stanmore had an enrolment of 611 students.

Student attendance profile

	Year	2011	2012	2013	2014	2015
School	K	96.6	95.7	96.6	96.9	96.5
	1	96.6	96.3	95.5	96.1	95.0
	2	96.0	95.4	96.1	95.9	94.8
	3	96.4	95.9	96.2	96.4	94.9
	4	95.6	94.9	95.4	95.6	94.3
	5	95.5	93.9	96.0	95.3	94.4
	6	94.7	94.1	93.9	94.6	92.8
	Total	95.9	95.2	95.7	95.9	94.8
State DoE	K	94.7	94.3	95.0	95.2	94.4
	1	94.2	93.9	94.5	94.7	93.8
	2	94.2	94.2	94.7	94.9	94.0
	3	94.4	94.4	94.8	95.0	94.1
	4	94.3	94.3	94.7	94.9	94.0
	5	94.2	94.2	94.5	94.8	94.0
	6	93.8	93.8	94.1	94.2	93.5
	Total	94.3	94.2	94.7	94.8	94.0

The student attendance rate in 2015 compares favourably with State and Regional figures. Stanmore's students are enthused about attending school and their generally high attendance reflects their engagement with the diverse range of programs on offer. The school continues to regard good attendance at school as essential for good learning outcomes and promotes this strongly.

Teachers and executive staff monitor student attendance closely, recording all full and partial absences. Students with poor attendance or unexplained absences are referred to the school's Learning Support Team. Where attendance continues to be of concern the case is referred to the Department of Education Home School Liaison Officer for further support or action.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	1.0
Assistant Principal(s)	4.0
Head Teacher(s)	0.0
Classroom Teacher(s)	19.0
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher of ESL	0.4
School Counsellor	0.4
School Administrative & Support Staff	4.062
Other positions	2.092
Total	35.974

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school has one Aboriginal staff member, who is a classroom teacher.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups.

Further details can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	100,114.48
Global funds	419,334.66
Tied funds	357,253.39
School & community sources	850,808.42
Interest	6,718.13
Trust receipts	5,277.00
Canteen	0.00
Total income	<u>1,739,506.08</u>
Expenditure	
Teaching & learning	
Key learning areas	155,091.79
Excursions	274,713.07
Extracurricular dissections	154,142.24
Library	9,998.30
Training & development	8,018.17
Tied funds	299,569.25
Casual relief teachers	125,740.36
Administration & office	109,704.77
School-operated canteen	0.00
Utilities	109,419.06
Maintenance	23,489.20
Trust accounts	5,277.00
Capital programs	91,803.51
Total expenditure	<u>1,366,966.721</u>
Balance carried forward	372,539.36

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	80

Professional learning and teacher accreditation

A significant amount of professional learning was undertaken by Stanmore Public School staff in 2015.

There are weekly meeting of staff at Year, Stage and whole school levels and professional development is at the heart of the agendas of these meetings. In addition, there are school development days each term that focus on aspects of professional learning for teachers and there are release days organised for teachers to participate in workshops.

In 2015 these workshops included training on Words Their Way – an approach to teaching spelling and philosophy.

School performance

School-based assessment

By using a wide variety of measures to assess students' academic performance, the teaching staff ensures that judgments about student learning are not reliant on any single measure. The measures include teacher observation, discussions with students, assessment of student work samples, standardised school assessments, Best Start assessment data, Planning Literacy and Numeracy (PLAN) data, and National Assessment of Literacy and Numeracy (NAPLAN) data. NAPLAN data comes from NAPLAN testing which is conducted nationally in May each year applies to all students in Years 3 and 5.

The students at Stanmore Public School continued to perform at high levels in 2015, achieving strong progress from the previous year and performing well above state and national levels where those comparisons could be made.

LITERACY

Kindergarten to Year 2

Performance in reading K-2 is measured using reading records which assess accuracy, fluency, self-correction and comprehension levels. Teachers employ this assessment strategy regularly to track student progress and plan differentiated learning activities to meet student needs.

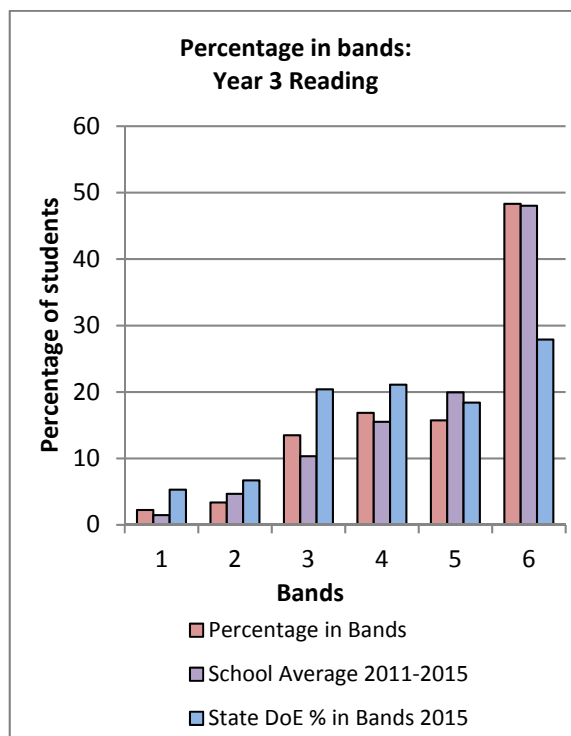
The morning session each day is devoted to the development of literacy skills and, during this session, flexible groupings assist in differentiating learning for varied learning needs. The school aims for all students to achieve high levels of competence and has a goal of at least 95% of students achieving target or higher levels. In 2015, the reading records for Kindergarten to Year 2 showed:

- 90% of Kindergarten students achieved target level or above, with 72.5% above
- 87% of Year 1 students achieved target level or above, with 62% above
- 86% of Year 2 students achieved target level or above, with 65% above

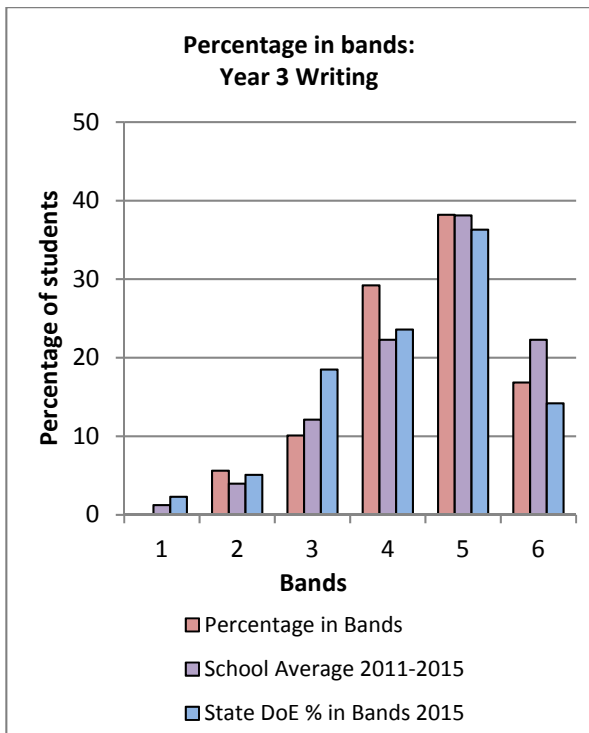
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

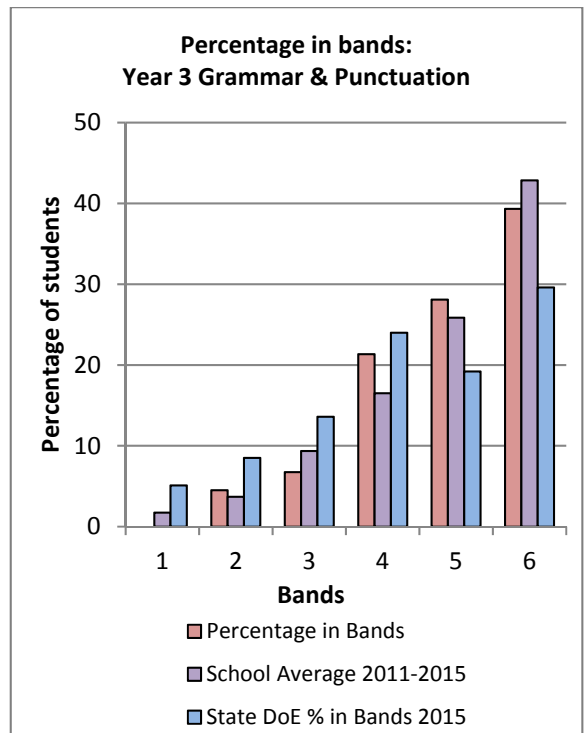
NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



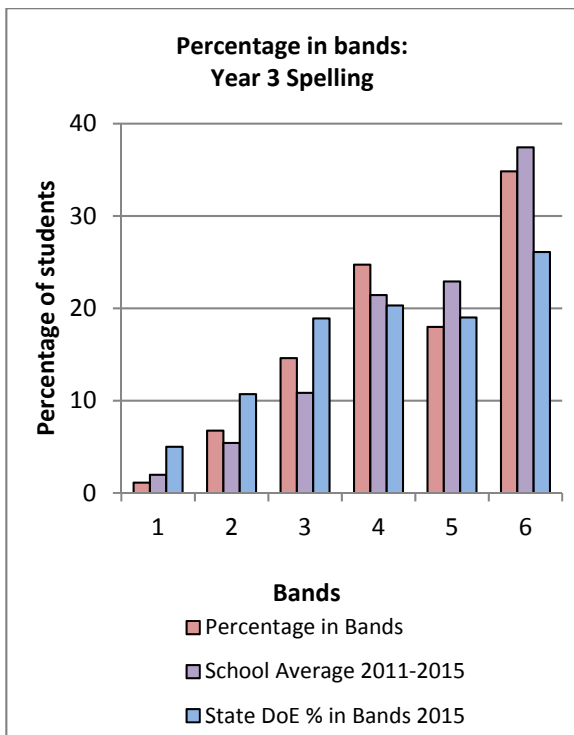
In Reading, 64% of students achieved the top two bands, Bands 5 and 6. This is compared to 46.3% of students across the state.



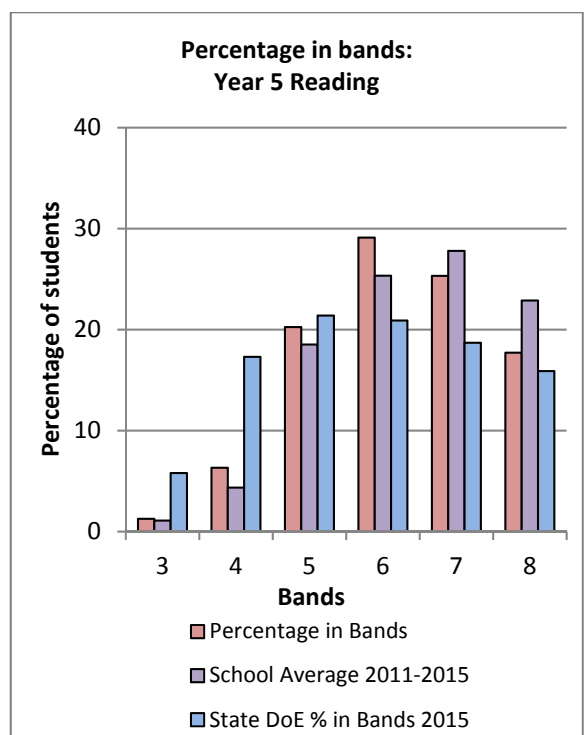
There was a pleasing performance in Year 3 writing with 94.4% of students achieving the top four bands.



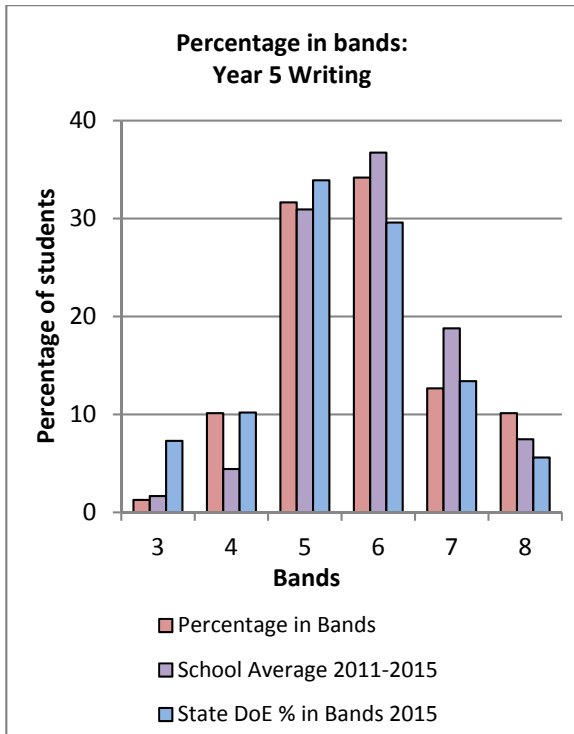
67.4% of students achieved the top two bands, Bands 5 and 6, in Grammar and Punctuation, compared to 48.8% of students in the state.



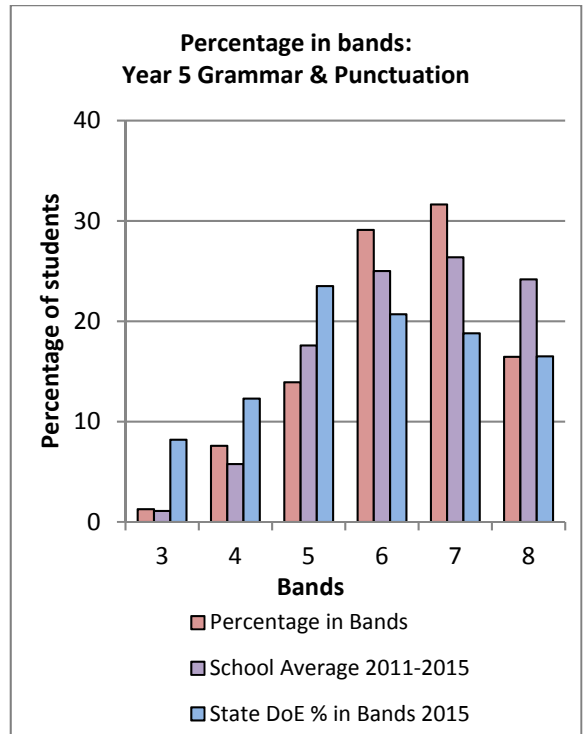
In spelling, 52.8% of our students achieved the top two bands, compared with 45.1% of students across the state.



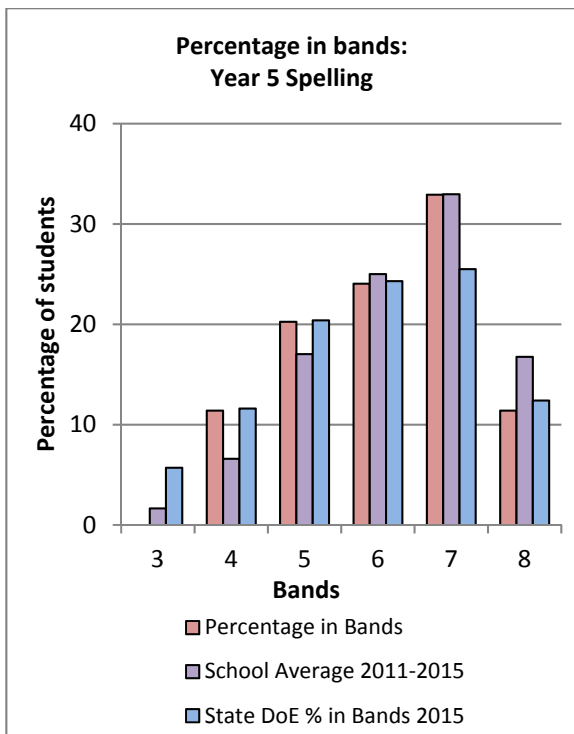
The school's Year 5 students continued to achieve above the state average in reading, with 92.4% achieving the top four bands (5, 6, 7, and 8) compared with 76.9% for the state. Significantly, Stanmore had 7.6% of students in the lower two bands compared with 23.1% across the state.



In writing, the school achieved sound results with almost 88.6% of students achieving the top four bands compared with 82.5% across the state.

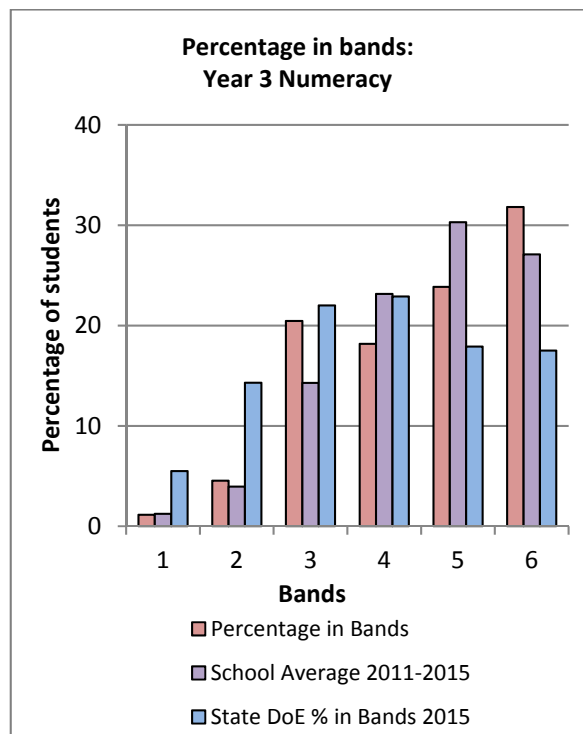


The areas of punctuation and grammar produced satisfying results with 77.2% of students achieving the top three bands compared with 56% across the state.



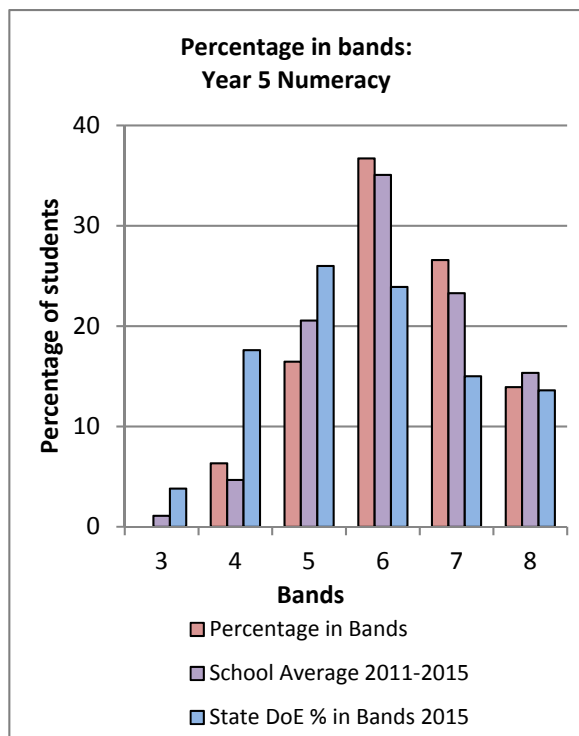
Spelling results were strong with 88.7% of students achieving in the top four bands compared with 82.6% across the state.

NAPLAN - Numeracy



Almost 55.7% of students achieved Bands 5 and 6 for numeracy compared to 35.4% across the

state.



In Year 5, 77.2% of students achieved the top three bands compared with 52.5% across the state.

Parent/caregiver, student, teacher satisfaction

Policy requirements

Aboriginal education

Stanmore Public School strives to create a learning environment that is inclusive, culturally secure and supportive of all students and their families. Aboriginal and Torres Strait Islander culture is acknowledged as an integral part of the Australian identity at Stanmore Public School.

Our school respects and values the significant contributions made by Aboriginal people in the past and in the present. We educate our students about Aboriginal and Torres Strait Islander achievements, history and culture.

In 2015, our school has continued to build an understanding of traditional and contemporary Aboriginal culture and to advocate Aboriginal and Torres Strait Islander histories, student achievements and accomplishments through:

- Acknowledgement of Country at all school assemblies

- cooperative and collaborative planning for the embedding of Aboriginal content and perspectives in teaching and learning programs across curriculum areas;
- whole school celebration and commemoration of significant events including: NAIDOC Week, the anniversary of the government's Apology to the Stolen Generations, Sorry Day, Reconciliation Week,
- maintaining an active and committed Aboriginal and Torres Strait Islander Parent and School Partnership Committee focusing on supporting Aboriginal and Torres Strait Islander Students, Purchasing and developing school resources on Aboriginal education,
- acknowledgement of the achievements of our Aboriginal and Torres Strait Islander students through participation in the Ultimo Principals Network "Deadly Kids Doing Well" Awards, Koori Art Expressions Program
- End of year school presentation day award and NAIDOC Week Art Show and
- Developing students' awareness and understanding of Aboriginal history, culture and the significance of various regions through excursions including school camps; incursions for K - 6 to teach culturally sensitive customs and traditions including this year, Sorry Day performance by Lewis Parter - Murri-Kulcha in Education.

Multicultural Education and Anti-racism

Stanmore Public School has maintained a strong focus on multicultural education to develop attitudes and knowledge that facilitate harmony and promote an inclusive culture. An awareness of the cultural diversity of our society ensures all students are able to show empathy and understanding towards others as well as being equipped to challenge prejudiced attitudes. Multicultural perspectives are incorporated across a range of learning programs, particularly in literacy, Human Society and Its Environment (HSIE), PDHPE, philosophy sessions and Community Language programs. Stanmore Public School has a commitment to the principles and values of Australian Democracy and the School Discipline Policy promotes respect and tolerance. A cohesive

multicultural environment is strengthened, and formally celebrated, through various events during the year.

Harmony Day and Multicultural Food Day are two annual highlights of the SPS calendar. In 2015, we celebrated Harmony Day by wearing orange or cultural dress and singing a whole school song that fostered a sense of belonging. In Term 3, Year 6 hosted Multicultural Food Day. A number of different cultures represented at the school are chosen, with food popular in those countries cooked and consumed. Students wore cultural dress, cultural music was played and the students participated in, and enjoyed, the rich diversity of Australian life.

Greek and Mandarin language and culture programs are conducted in all classes from Years 1 to 6. Stanmore Public School celebrated the Chinese New Year with a traditional Chinese dance performed by our students and a Lion Dance performed by a Chinese community group. Students also observed both Greek Independence Day and National Greek Day by focusing on Greek national dress and music, singing the Greek national anthem and re-enacting the events.

Other school programs

Stanmore Public School is committed to the ongoing development of the whole child. Research evidence strongly suggests that effective schools provide students with a diverse range of opportunities and experiences that promote physical, emotional, social and intellectual development.

In 2015, Stanmore Public School provided an array of options which produced outstanding achievements in both mainstream educational and co-curricular activities.

English Language Proficiency

The school enjoys a large and varied multicultural community. Approximately 30% of our students are from a language background other than English (LBOTE), although almost all students were born in Australia. There are over 30 different language

backgrounds represented including Mandarin, Cantonese, Greek and Vietnamese.

The English as an Additional Language or Dialect (EAL/D) Program aims to develop students' English language competence and improve their learning outcomes throughout the curriculum to a level where they can fully participate in school. English Language Learners are supported by a specialist EALD teacher who works directly and collaboratively with students and teachers to enrich learning.

Improving the quality of teaching and learning for EAL/D students is achieved by using data about EAL/D students in planning and programming; differentiating for EAL/D students in teaching programs; and incorporating EAL/D pedagogy and strategies in classroom practice.

Ethics in Schools Program

The program is a branch of Philosophy that examines ethical concepts and issues, asking what is right or wrong in particular circumstances. The curriculum comprises of age appropriate topics that primary-aged children find interesting. Students learn to think about these matters together and engage in the give-and -take of reasoned argument.

The aspects that the program cover help the students to consider the feelings and interests of others, as well as understanding consequences, having empathy and appreciating difference. These skills are developed using the methods employed in Ethics classes.

This year the Ethics program has continued to be supported by students in Years 4, 5 and 6 at Stanmore. There has been a change of coordinator and we have had some new teachers join the program, so we now are able to offer placement for two classes of Year 4 students. The teachers are trained volunteers who are interested community members and they successfully facilitate and deliver the program. We also look forward to welcoming another teacher next year, so the Ethics program can be extended to Year 3 students in 2016.

Sport

At Stanmore Public School students are provided with opportunities for participation in sport at school, zone and regional level. The school's sport program aims to provide the students with activities that cater to their needs and interests as well as developing healthy lifestyles. Students participate in competitions within the school and through representation in the Primary Schools sports Association (PSSA) competitions. Students in Years 3-6 competed against other Balmain District schools through the weekly PSSA competition in cricket, softball, oztag, AFL, netball and soccer.

The swimming, cross country and athletic carnivals were held at Sydney Aquatic Centre, Petersham Park and ES Marks Athletic Field respectively. These were enjoyed by the students and produced a strong level of competition. Our results continued to be outstanding this year with students competing at State and National levels once again.

Students in Years 3-6, who did not choose to participate in PSSA sports, were able to select from a variety of options that included ten pin bowling, gymnastics, taekwondo, hip hop dance, yoga, tennis and swimming.

The Kindergarten to Year 2 sport program focused on movement, gross motor skills, gymnastics and the development of skills necessary for participation in physical activities and games. Stanmore aims to develop sportsmanship and provide a balance between skill acquisition and positive attitudes to exercise and healthy lifestyles.

Debating

This year we had two beginning Year 5 debating teams. They entered the Sydney Debating Competition competing against other Year 5 and 6 teams. Leading up to the finals they participated in round robin competitions, in which one Stanmore team was successful and went through to the knock out rounds and on to the Inter-zone final.

The students worked hard in preparation for this throughout the year. They developed skills

in public speaking, reasoning, analysing, giving examples and building up their general knowledge. This resulted in the teams producing strong arguments and making them a difficult to rebut. It was evident that through this experience the students' self-confidence and linguistic skills flourished.

Sustainability

It has been a big year in the garden. It started with a new garden specialist, then a hailstorm that destroyed the garden, through a bumper winter crop due to the hard work of the children to replant, and ending with a first prize in the Best School Garden competition, held by Marrickville Council.

Community engagement:

- The garden compost is used by the wider community. Much of the compostable material comes from the local IGA and cafe. There is a partnership sustainability grant in place from Marrickville Council to build a new and improved composting system, with a view to incorporating the shredded paper waste from the school office.
- The community also donated potting mix (that would have gone to landfill), seeds and equipment.
- The garden was visited by local pre-schools.
- There is a garden working bee once a month that attracts prospective parents and families, and members of the wider community.
- A sunshade has been built over the outside learning area to make it a more sun-safe space. It was built using funds from the P&C, and utilising volunteer parent designs and labour.

Environmental improvements:

- Trees donated to the garden have been planted around the school to improve the overall amenity.
- Instead of cutting down and chipping a dead tree in the garden, a habitat tree was created to attract new birdlife. This was also funded by a grant.
- With ongoing tree management we were able to work with contractors who were removing trees

in the playground and keeping the wood chips onsite to use as mulch in the garden.

- Two native beehives were installed in the garden and OOSHC to promote pollination and create an interest in native fauna.

Some other highlights:

- Every class from years 3-6 had their fortnightly lesson in the garden. And on top of this, classes from K-2 had at least one lesson with the garden specialist with many using the garden to incorporate lessons on curriculum subjects eg Watch it Grow,
- The kitchen and garden specialists attended a Stephanie Alexander training workshop.
- There has also been an emphasis on seed collection and propagation to both reduce costs and to make the garden more self-sustaining.
- Dimitra had an exchange teacher from Japan who came over to work with her in the kitchen and to see how the SAKG scheme works.

Some kitchen highlights:

- The April hail storm decimated the garden and Fiona and the students brought it back to life - within 6 weeks we had an abundance of produce. As a result, the kitchen was less dependant on the purchase of produce to supplement dishes. A very generous local food supplier often donates flour and basic stores to the kitchen, also significantly reducing our food costs.
- Classes in the kitchen learnt about reducing waste through recycling, reusing wherever possible.
- Although we have many enthusiastic volunteers, this year we started enforcing the concept of team work and assigned team leaders to lead their group where a volunteer was not available. This proved to be very successful, with the senior classes relishing the challenge.
- The pizza oven has been used twice this year, once by the P&C and also on Blue Moon Night on the 31st July where volunteers were invited to enjoy wood fired pizzas made by the students to thank them for their help in Kitchen and Garden classes.

Chess Club

Stanmore PS has been running its popular Chess Club every Tuesday in the school library for many years now. In 2015, approximately 50 students attended. The Sydney Academy of Chess provided coaches for beginner/ rookie level and intermediate level. As the year progressed many students improved their problem solving skills, and demonstrated enhanced creative and lateral thinking, in their chess playing.

In March, Stanmore PS sent a team to participate in the local heat of the Interschool Chess Challenge, Primary Division at Homebush Boys High School. There was some outstanding chess playing, particularly from our younger players, and we placed second. In August we sent our top six players to compete in the semi-final at The French School of Sydney in Maroubra.

We hold our annual School Chess Championship in Term 3. This year, 30 students competed and a Year 4 player won the championship. The top six players from that championship were selected to represent the school at the Australian Interschool Chess Challenge in Melbourne in December. All team members had wins and demonstrated outstanding sportsmanship.

The school appreciates the support of the teachers and parents who make Chess Club possible.

The Arts

The creative arts continued to be an imaginative, exciting and important part of Stanmore Public School in 2015 with all students participating in weekly drama, music and visual arts lessons.

Major arts highlights in 2015 included -

- The music ensembles in the school continued to grow and thrive with 50 students in the Training and Juggernaut bands, as well as more than 50 students who participated in strings, guitar, ukulele, percussion and recorder ensembles.

The school dance ensembles consisting of over 50 members in Stage 1 Dance, Stage 2 Dance and the

Senior Dance Ensemble rehearsed weekly to perform at events such as Harmony Day and the Father's Day Breakfast.

- The school choir continued to produce melodic performances with 45 students participating. They proudly performed at the Opera House as part of the Festival of Choral Music.
- 16 students from choir also performed as part of Schools Spectacular in November.
- The recorder ensemble and the string ensemble performed at the Opera House as part of the Festival of Instrumental Music.
- The school bands and choir performed at the Kegworth and Taverners Hill School Fairs
- The Stage 2 Drama Ensemble and School Choir performed at a very moving Anzac Day ceremony commemorating 100 years since Gallipoli in 1915 took place.
- A group of 15 students talented in the areas of drama, film, choir, dance and band participated and performed in the three day gifted and talented workshop 'Create East' at NIDA Parade Theatre, devising a show in just three days entitled 'Zomedy'
- The year 4 drama ensemble successfully auditioned and performed at the Regional Drama Festival at Nida Parade Theatre. The ensemble of 26 students performed a play based on the book 'The Noisy Paintbox' by Barb Rosenstock.
- The two senior drama ensembles competed in the Sydney Eisteddfod - the McDonalds Performing Arts Challenge.
- The Year 3, 4, 5 and 6 drama ensembles competed in the Burwood Eisteddfod and won various first, second and third places in the improvisation sections of the Eisteddfod
- The Film Ensemble created a film titled 'Ibis Birds and Us' which was screened as part of the Project A 'Out of the Habit Into the Habitat' Art Exhibition at the Stirrup Gallery on Addison Road in June. The film group comprised of a small group of very dedicated film makers who spent time before school and at lunchtimes filming scenes for the film. This short film explored the problem of the pesky Ibis birds in our playground and possible solutions to the

problem...A one way ticket to Egypt? Don't bring school to lunch? Sell them on E-bay?

- All students performed at NIDA Parade Theatre in the school's annual performing arts showcase. Showcase 2015 themes were Let's Dance (K-2), Blast From the Past (3-4) and Dynamite Decades (5-6). These themes produced an entertaining variety of song, drama and dance pieces enjoyed by a sold out house of family and friends over three very impressive nights.
- The music ensembles and dance ensembles performed to parents, friends and students at the annual Father's Day Breakfast.
- Members of the Juggernaut band attended a residential band camp with Wilkins, Summer Hill and Ferncourt Public Schools at Stanwell Tops.
- Six of the top drama students in Year 6 attended the Public Schools Primary Drama Camp for three days at the Seymour Centre;
- The whole school participated in the 'Music Count Us In' national day of celebrating music in schools, as well as celebrating Harmony Day with a whole school song as well.